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ABSTRACT

This teaching guide, developed by the Los Angeles (California) Unified School District, presents concepts about relationships and a description of instructional objectives and activities which deal with family relationships, qualities of character and personality, and the teaching-learning act. A particular concept and objective are defined for each instructional activity. The activities emphasize role perception and changing roles and functions among members of a social or family group. A format for developing additional activities, a procedure for writing behavioral objectives, a glossary, and a bibliography are appended. (JCD)

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OUR HUMAN TIES

RELATIONSHIPS WITH OTHERS

UD 022 096

OUR HUMAN TIES

RELATIONSHIPS WITH OTHERS

Monograph #3

January, 1977

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OUR HUMAN TIES, RELATIONSHIPS WITH OTHERS is the third monograph in a series of seven.

- Social Sciences Framework
- Building Self Concept
- Relationships With Others
- Interdependence and Social Interaction
- Cultural Similarities and Differences
- Political and Economic Relationships
- Impact of Technology in Society

FOREWORD

In the previous monograph we discussed the concept of "self" which must be the point of departure for any understanding of societal relationships. It is within the philosophical idea of *bonum sibi* (goodness to self) that any matter finds the integrity of being and by its very existence possesses "goodness." No meaningful relationships can exist with other matter, animate or inanimate, unless the identification of self is established.

Even a rock possesses *bonum sibi* giving validity to the old dictum that

> "There is a little good in the worst of us and a little bad in the best of us..."

A higher form of good is found in the philosophical principal of *bonum altari* (goodness to another). This is the basis for democratic institutions and societal interactions. Whereas every organism possesses *bonum sibi*, it does not necessarily possess *bonum altari* or does not possess that quality in sufficient degree to assure successful social interactions.

Fortunately, *bonum altari* can be developed, and it is to that end that this and subsequent monographs will address themselves.

Frederick J. Dumas
Area J Superintendent

ACKNOWLEDGEMENTS

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PHILOSOPHY

The well-being of society is dependent upon the recognition of the interdependence of people. In the words of Wilson Riles, "Our success or failure in solving social problems will ultimately determine our survival as a human race."

It is important that all educators working with students recognize the importance to society and the impact on society of the self concepts held by individuals. It is equally critical that educators become fully cognizant of the facets and effects of the relationships, interdependence, and social interactions of people, of the political and economic relationships of groups, and of the impact of technology on our modern world.

OUR HUMAN TIES, RELATIONSHIPS WITH OTHERS, has been designed to assist teachers and learners focus upon three major areas of human relationships: family relationships, qualities of character and personality, and the teaching-learning act. It fosters the concept of acceptability of similarities and differences and acknowledges the importance of inculcating that acceptability into educational programs and experiences for students.

STATEMENT OF GOALS

Goals for Teachers

- Teachers will be increasingly aware that each person is a unique human being and that although all humans are alike in many ways, no two groups of people nor individuals within a group will necessarily live in exactly the same way.
- Teachers will develop an ever growing appreciation of the complexity of humanity and of the interdependence of people.

Goals for Learners

- Each learner will develop an awareness of his/her background and of the diverse background of others.
- Each learner will develop an appreciation of the complexity of humanity and of the interdependence of people.

SOME MAJOR CONCEPTS CONCERNING

RELATIONSHIPS BETWEEN PEOPLE

Family Relationships

- Each person is a member of a family group.
- Within any family group, members assume different roles.
- Roles within family groups can change.
- Each family role carries with it certain responsibilities.
- Each person in his/her life assumes many roles with many different people.
- Any given role can be lived in different ways by different people.

Qualities of Character and Personality

- Each person has a unique combination of character and personality traits.
- Cultures tend to place value judgments upon qualities of character and personality.
- The roles of leader and follower will be assumed by different persons at different times.

The Teaching-Learning Act

- Within the Cognitive Domain the teaching-learning act encompasses the six levels of thought ranging from simple to complex: knowledge, comprehension, application, analysis, synthesis, evaluation.
- Within the Affective Domain the teaching-learning act encompasses an internalization process by which a value progresses from a level of bare awareness to a position powerful enough to guide or control a person's actions.

- A behavioral objective identifies what the learner will be doing (action or "the what"), under what conditions he/she will be doing it (conditions or "the when"), and to what extent it will be done (specificity or "the how").

- A student's behavior can be modified as a result of the type of reinforcement (positive, negative) that he/she is given.

FAMILY RELATIONSHIPS

Concept

Each person is a member of a family group.

Instructional Objective

Each student will identify by name the members of his/her core family group.

Activities 1 - 3

ACTIVITY #1

MY OWN FAMILY

Materials

- A large picture depicting a family group
  A magazine picture or picture #1 from the picture kit, People in Action, Level B, or pictures #1, 3, 4 from the picture kit, About Myself.
- Paper
- Crayons
- Pencil

Procedure

- Have students look at a picture or pictures and name the family members that they think they see in the picture.
- Discuss with students the similarities and differences between a student's own family group and the group in the picture.
- Help students to conclude that each of them is a member of a family group.
- Have each student draw a picture of his/her own core family group and label each member by name. Assist children as necessary.

Extended Activity

- Have students utilize the family pictures by classifying the pictures according to their similarities.

ACTIVITY #2

FAMILY ALBUM

Materials

- A photograph album showing family members. (The teacher supplies this.)
- Paper
- Tagboard
- Crayons or colored felt marking pens
- Paper punch
- Brads

Procedure

- Encourage students to examine the photograph album.
- Elicit from the students the various ways in which family photographs are collected and stored in their homes.
- Discuss with students the similarities and differences between the family pictured in the album and each pupil's own family.
- Help students to conclude that each person is a member of a family group.
- Have students prepare a blank family album allowing at least one page for each family member.
- Have students label each page with the family member's name.
- Have each student bring to school a photograph of every family member and paste the photographs on the appropriately labeled pages, or...have each pupil draw a picture of each family member on the appropriate pages.
- Have students save their family albums for future activities.

Extended Activity

- Have students write a paragraph describing each family member and place each description in the appropriate place in the album.
- Place albums on a bookshelf or table so that students can examine the albums and discover similarities and differences among families.

ACTIVITY #3

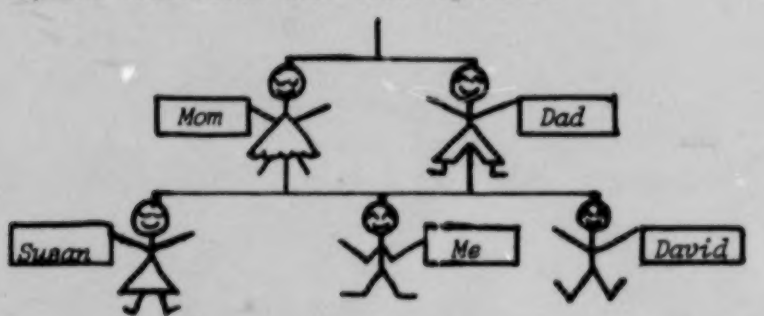
FAMILY MOBILE

Materials

- Applicator sticks or small dowling
- Scissors
- String
- Colored construction paper
- Crayons or colored marking pens
- Pencil
- Paper
- Mobile of teacher's family

Procedure

- Lead students in a discussion about families and family members.
- Ask students to relate whether or not their family groups have changed and to tell how the families have changed.
- Help students to conclude that each family is unique.
- Have each student construct a mobile of his/her own family group and label each individual by name.



Vol. III Relationships w/others - Back 2

Concept

Within any family group the members assume different roles.

Instructional Objective

Each student will identify his/her role within the family group and the role of at least one other family member.

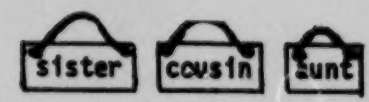
Activities 4 - 5

ACTIVITY #4

ROLE PLAYING

Materials

- Role cards for family members



- String to fasten to the cards so that they can be worn around the neck

Procedure

- Help students recall that each person is a member of a family group.
- Place the role cards of family members in the chalk tray.
- Have a student choose a card to wear around his/her neck and assume the role that is written/printed on the card.
- Have the student tell what he/she would like to do if he/she were in that role.
- Repeat the process using other children and other cards.
- Have a student select a role card that represents himself/herself.
- Have the student tell what he/she does in that role.
- Repeat the process using other children.

Extended Activity

- Make paper bag puppets.
- Have students portray other family roles in a puppet play.

ACTIVITY #5

A DAY IN THE LIFE OF

Materials

- Paper
- Pencils

Procedure

- Lead a class discussion about the differences in the sizes of families.
- Have students relate some functions of various family members.
- Have each student select a family member about whom he/she would like to write.
- Have each student write a story about that family member. Have students use the title, "A Day In The Life Of My _____."

Extended Activity

- Have students dramatize or role play a desired or real experience as a family member.

A DAY IN THE LIFE OF MY DAD

My Dad gets up very early to go to work. He _____

_____

_____

Concept

Roles within family groups can change.

Instructional Objective

Each student will relate at least one example of how roles within family groups can change as needs and situations change.

Activities 6 - 8

ACTIVITY #6

CHANGING ROLES

Materials

- A copy of Peter's Chair, by Keats
- Paper
- Crayons

Procedure

- Read Peter's Chair to the group.
- Have students discuss the story:

  What was happening at Peter's house?
  What did Peter think of the new baby?
  Why did Peter change his mind and agree to give up his chair?

- Elicit from the students verbalized recognition that Peter changed from "baby" to "big brother."
- Discuss the ways in which family members may change from one role to another.
- Have each student identify his present and past roles.

Extended Activity

- Have each student fold a piece of paper into halves.
- Have each student make a picture of himself/herself in one of his/her roles on the left side of the paper.
- On the right side of the paper have each student make a picture of himself/herself in a different role.

ACTIVITY #7

MANY HATS

Materials

- A copy of Benny's Four Hats, by Ruth Jaynes

Procedure

- Read Benny's Four Hats to the students.
- Discuss the reasons why Benny wore so many different hats.
- Have students re-listen to the story to find how many different roles Benny played.
- Have students relate which hat they would like to wear and what they would do in that role.

Extended Activities

- Have students write an imaginative story about the hat they would like to wear and what they would do while wearing that hat.

ACTIVITY #8

WHAT NEXT?

Materials

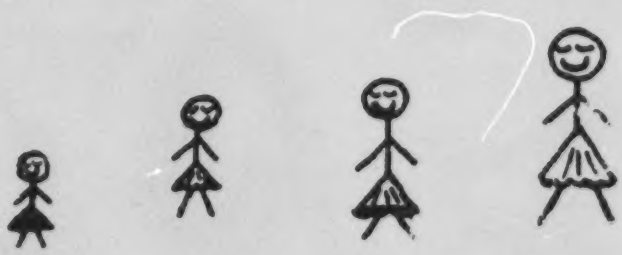
- Pictures showing mothers of different ages
- Pictures showing girls of different ages
- "Pictures in Action," Level D, picture 1

Procedure

- Discuss the content of the picture:

  What is the role of the mother?
  What is the role of the girl?
  How will the mother's/girl's role soon change?
  What will she be doing that's different from what she is doing now?

- List other ways that roles may change.
- Solicit a group to role play a situation where a person changes from one role to another.



Concept

Each family role carries with it certain responsibilities.

Instructional Objective

Each student will identify three of his/her responsibilities within the family group and at least one responsibility of another family member.

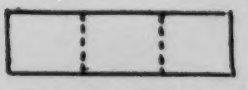
Activities 9 - 10

ACTIVITY #9

LIKE TO; HAVE TO

Materials

- Paper, pre-folded into thirds:



- Crayons

Procedure

- Briefly discuss with students some of the things they like to do at home.
- Next, discuss with students some of the things they have to do at home. Ask what would happen if they did not do those things. (i.e., "What would happen if you did not feed your hamster, take out the trash, etc.") Elicit from pupils a broad definition of responsibility. (i.e., something which must be done by someone.)
- Ask pupils if they like to do any of the things they have to do. (i.e., "I have to get dressed by myself, but I like to get dressed by myself.") Next, ask if liking something causes it to cease to be a responsibility?
- Ask students to name other people in their families and tel. about their responsibilities.
- Distribute paper (pre-folded into thirds) and ask each pupil to draw on one side of the paper himself/herself doing three things for which he/she is responsible. Put one responsibility picture in each section of the paper.
- Have each student turn his/her papers over and on the other side of the paper draw one other family member performing three of his/her responsibilities. Put one responsibility picture in each section of the paper.

ACTIVITY #10

RESPONSIBILITIES IN MY FAMILY

Materials

- Paper
- Pencils

Procedure

- Discuss with students the responsibilities they have at home.
- Discuss with students the responsibilities of at least two other family members.
- Ask students what happens when a family member does not perform his/her responsibility.
- Distribute paper. Have each student fold the paper in half. Ask each student to write his/her name on one side of the paper and list three of his/her responsibilities. On the other half of the paper, have each student name another family member and list three responsibilities of that family member.

Extended Activity

- Involve students in a creative writing activity. Use the following story titles as samples:

  The Week Mom Was Away
  The Week Dad Was Away
  How We Managed While _____ Was Sick
  How My Family Will Manage While I'm at Camp

- List story titles on the chalkboard and have each student select one and write a story.

Concept

Each person in his/her life assumes many roles with many people.

Instructional Objective

Each child will identify at least three roles that he/she assumes (i.e., daughter, sister, granddaughter, cousin).

Activities 11 - 12

ACTIVITY #11

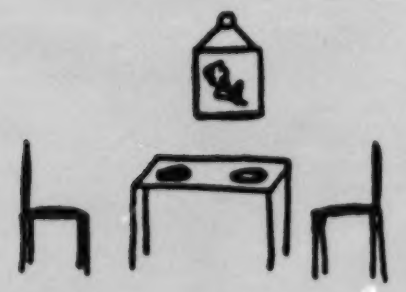
THE PLAYHOUSE

Materials

- Playhouse area

Procedure

- Decide which children will be in the playhouse area.
- Have children name the family members they will be playing.
- Have children tell what they plan to be doing for each role i.e., cleaning the house, going to work, marketing, etc.
- Monitor the activity while the students are role playing.
- After cleanup time, discuss the activities that took place in the playhouse, i.e., "What was your job?" "What else did you do?" "Were you always the mother?" "What did you do when you changed jobs and were the sister?"
- Have children think about other roles they could play in the playhouse area when it is their turn again.



ACTIVITY #12

MY ROLES

Materials

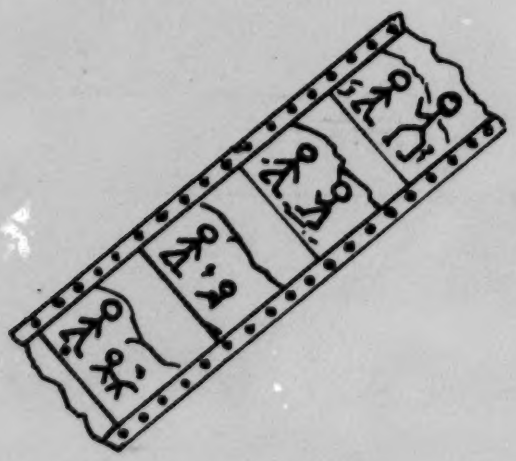
- Blank film strips
- Film strip marking pens

Procedure

- Have students identify and compare the activities that they are involved in before school, during school time, and after school.
- Help students understand that their roles may change during the day and at other times, i.e., son/daughter, cousin, sibling, student, monitor, etc.
- List some changes on the ch lkboard.
- Have each student make a film strip segment picturing the roles he/she might assume over a period of time.

Extended Activity

- Have the filmstrip frames fused together for a class presentation of "Our Roles."



Concept

Any given role can be lived in different ways by different people.

Instructional Objective

Each child will select a known role (i.e., mother, father) and list five functions that might be performed by people in that role.

Activities 13 - 14

ACTIVITY #13

"MY DOG IS A PLUMBER"

Materials

- Paper
- Crayons
- Poem

My Dog Is A Plumber

My dog is a plumber,
he must be a boy,
Although I must tell you
his favorite toy
Is a little play stove
with pans and with pots
Which he really must like,
'cause he plays with it lots.

So perhaps he's a girl,
which kind of makes sense,
Since he can't throw a ball
and he can't climb a fence,
But neither can Dad,
and I know he's a man,
And Mom is a woman,
and she drives a van.
Maybe the problem is
in trying to tell
Just what someone is
by what he does well.

by Dan Greenberg

Procedure

- Tell students that the poem will tell about a problem, and ask students to listen and try to find out what the problem is.

- Read the poem "My Dog Is A Plumber," aloud to the students.

- Ask pupils whether or not they have decided what the problem is. (Do not discuss the poem yet.)

- Ask students to listen while you read the poem a second time, stress the final four lines.

- Discuss the poem with students, and elicit from them that the problem identified in the poem is the fact that it is usually hard to tell what someone <u>is</u> if all you know about him/her is what he/she <u>does</u>. The following sample questions may be used for discussion:

  - Is the dog in the poem a boy or a girl? (Doesn't say.)
  - Why can't you tell? (A plumber can be a boy or girl.)
  - Do you think a dog could really be a plumber? (No)
  - Is the poem real or make believe? (Make believe.)
  - What problem does this poem talk about? (Trying to tell what someone is by what he/she does.)

- Ask pupils to think of some things their mothers do. List these on the board.

- Repeat the question for fathers. List these on the board.

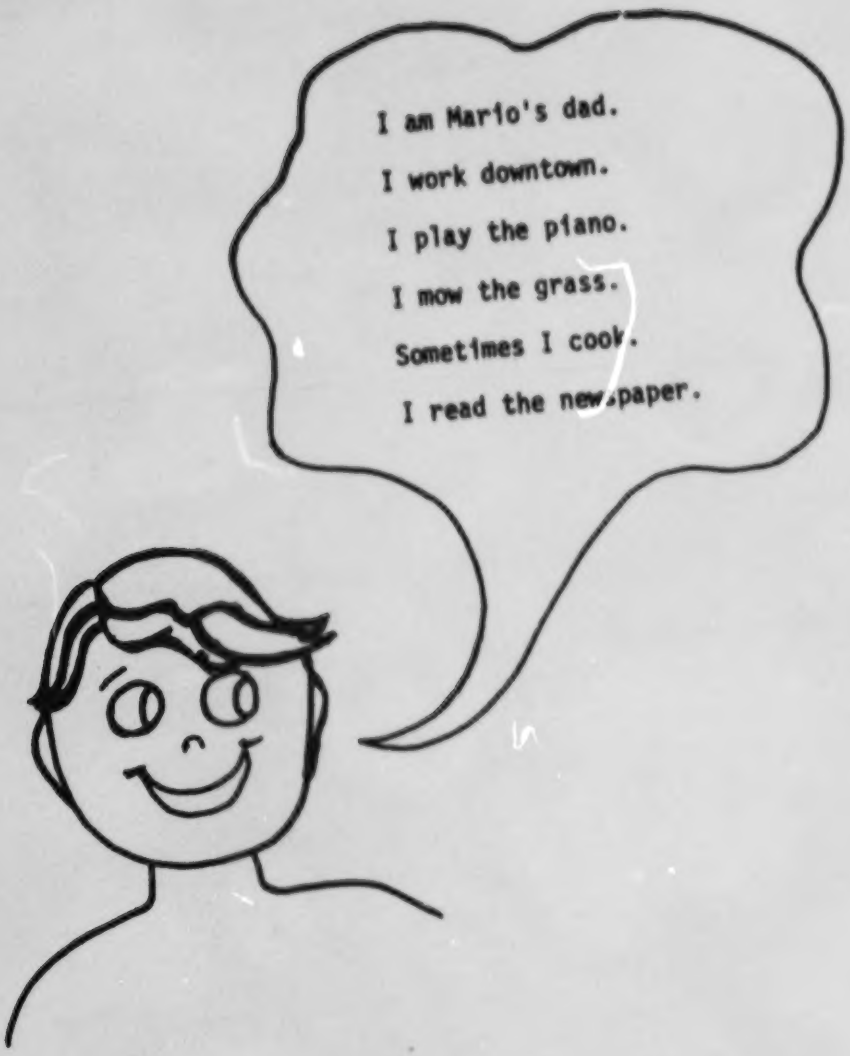
- Help pupils to discover similarities and differences in the two lists.

- Ask: "Do all mothers do the same things? Why not?"
  "Do all fathers do the same things? Why not?"

- Conclude the lesson by asking each pupil to write the name of a family member at the top of his/her paper and draw (or write) five things that this person might do.

<u>Extended Activity</u>

- Construct a talking mural by having each pupil draw a family member, cut the drawing out, and paste the drawing on butcher paper. Prepare empty "cartoon bubbles" for pupils' use in writing the name of the family member and five things that the member does. See the following illustration.


I am Mario's dad.
I work downtown.
I play the piano.
I mow the grass.
Sometimes I cook.
I read the newspaper.

ACTIVITY #14

WHO DOES WHAT?

Materials

- Paper
- Pencils

Procedure

- Divide your class into groups of five or six students and have them move to separate parts of the room.
- Appoint or have each group select a secretary or recorder.
- Ask all groups to think of things their mothers (or fathers) do and have the recorder list those things on paper. Allow five to ten minutes. Inform groups of their time limit.
- Circulate among the groups offering encouragement when necessary, but allowing each group to function on its own.
- Stop the activity at the announced time, and ask each recorder to read his/her list aloud. You may, or may not, want to record the list items on the chalkboard.
- Discuss with the entire class the diversity of functions of mothers (or fathers). Elicit from pupils the conclusion that all mothers (or fathers) do not necessarily do the same things.
- Repeat this activity for at least one other family member.
- Conclude the lesson by asking each student to take a paper, write the name of one family member at the top of the paper, and then list five things that this person might do.

Vol I III Relationships w/others-Front

QUALITIES OF
CHARACTER AND PERSONALITY

Concept

Each person has a unique combination of character and personality traits.

Instructional Objective

The learner will identify three or more character or personality traits possessed by a classmate.

Activities 15 - 16

ACTIVITY #15

DESCRIBE THE PERSON

Materials

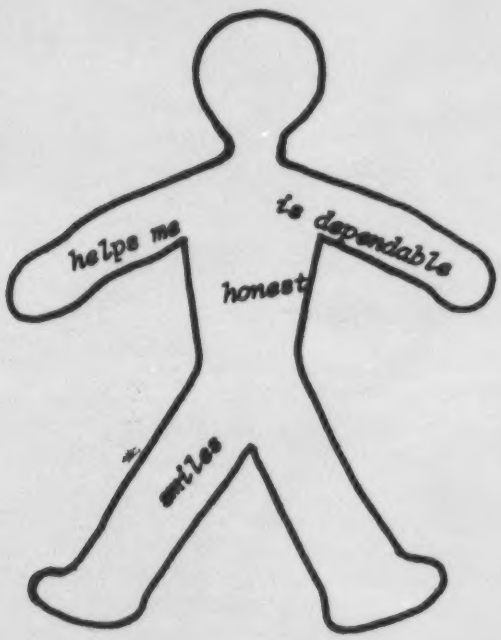
- White butcher paper
- Pencils
- Scissors

Procedure

- Discuss the fact that there are many good qualities of character and personality in everyone. Help students to define "character" and "personality." (See the glossary of this booklet)
- Create a silhouette of each child by having each child lie on a piece of butcher paper while a classmate traces around him/her with a pencil. Cut out the silhouette.
- Label each silhouette with the owner's name. Pin a different silhouette to the bulletin board daily.
- Explain to the class that during the day each student, except the child featured, will write on the silhouette one good characteristic of character or personality they feel the featured student possesses. (Or one thing they like most about that student.)
- At the end of the day discuss with the class the statements made about the silhouette person. Teacher and students will then mutually write a paragraph summarizing the good qualities of the silhouette student.
- Post both silhouette and paragraph in another location for the next day.

Extended Activity

- Have students sketch facial features, clothing detail, etc., on reverse side of the silhouette, paint the silhouette and take it home as a gift.
- Using a projector, cast shadow of facial silhouette onto white drawing paper. Trace around silhouette and cut it out. Mount silhouette on dark construction paper. Proceed with lesson.
- Have students write traits on small cards. Insert cards into envelope glued to silhouette. Categorize traits into character or personality traits during discussion.



ACTIVITY #16

STUDENT OF THE DAY

Materials

- A photo of each student in the class
- Lined white tag on bulletin board
- Black marking pen
- Cardboard box

Procedure

- Place each student's photo in the "Student of the Day" Box.
- Discuss what is meant by qualities of character and personality. (See glossary of this booklet.)
- Stress the fact that everyone has good qualities of character and personality.
- Each day have a student draw one photo from the box. The student whose picture is drawn will be the "Student of the Day."
- Write the name of the owner of the picture on the tagboard. Post the picture that goes with the name beside the name.
- Elicit from students a listing of five or six qualities they like about the "Student of the Day," i.e., qualities which build good relationships between people.
- Write those qualities under the name and picture on the tagboard.
- At the end of the day, let the student take the "Student of the Day" tagboard home.

BILL BAKER

He is friendly (friendliness)

He takes turns (sharing)

Honesty

Cheerfulness

Kindness

Concept

Each person has a unique combination of character and personality traits.

Instructional Objective

The learner will identify three character or personality traits possessed by himself/herself.

Activities 17 - 18

ACTIVITY #17

SELF WATCH

Materials

- Paper
- Pencils

Procedure

- Lead a class discussion about the meaning of the words, "traits, or qualities of character and personality." (See glossary at the back of this booklet)
- Ask the students to name some desirable qualities. Write the qualities named on the chalkboard.
- Distribute a piece of paper to each student.
- Ask each student to select a quality and write the quality selected on his/her paper.
- Ask each student to be aware of his/her own behavior all day long. Every time that he/she believes that he/she is acting in accordance with the selected quality, a tally mark should be recorded by the student on his/her paper.
- At the end of the day ask students to examine their own papers and to recall to themselves the things that they did to earn the tally marks.
- Repeat the process for three days. Have students identify a different quality each day.

ACTIVITY #18

KNOWING MYSELF

Materials

- Paper
- Pencils

Procedure

- Discuss with the class the meaning of "character trait" and "personality trait." Elicit from the students the fact that everyone possesses some desirable traits.
- Have each student write a story or a poem about himself/herself.
- Instruct students to focus on personality/character traits that they possess and which make them like the way they are.
- Have students share the poems or stories.

Extended Activity

- Create a "Knowing Myself" bulletin board or corner.
- Compile the poetry into a booklet for class to enjoy at the Library Corner.
- Have students illustrate the poetry or stories.

Concept

Each person has a unique combination of character and personality traits.

Instructional Objective

The learner will identify differences and similarities of character and personality between himself and others.

Activities 19 - 20

ACTIVITY #19

CINQUAIN

Materials

- Paper
- Pencils
- Chalk board
- Chalk

Procedure

- Discuss traits of character and personality. Elicit from the students examples of personality and character traits. Write each trait on the board so it is discussed by the group.
- Distribute paper to each student. Have each student think about himself/herself and write down several character/ personality traits possessed by himself/herself.
- Review procedure and form of a cinquain. (Students should have written cinquains before. Time should not be spent teaching the form of a cinquain.)

  First line - one word that names the subject.
  Second line - two words that define or describe the subject.
  Third line - three words that express action associated with the person. (May be exchanged with personality traits for this lesson.)
  Fourth line - four words that express a personal attitude towards the subject. (May be exchanged with character traits for this lesson.)
  Fifth line - one word that sums up, restates, or supplies a synonym for the subject, ie.

  Patricia
  Pretty, blond
  Humorous, outgoing, sincere
  Trustworthy, courteous, loyal, helpful
  Patty

- Have students share cinquains with the group.
- Help students discuss similarities and differences of the traits possessed by class members.

Extended Activity

- Have students illustrate the cinquains.
- Have each student use his/her cinquains as a title page for his/her work folder for an open house.
- Compile the cinquains into a booklet entitled "Our Class."

ACTIVITY #20

BRAINSTORMING

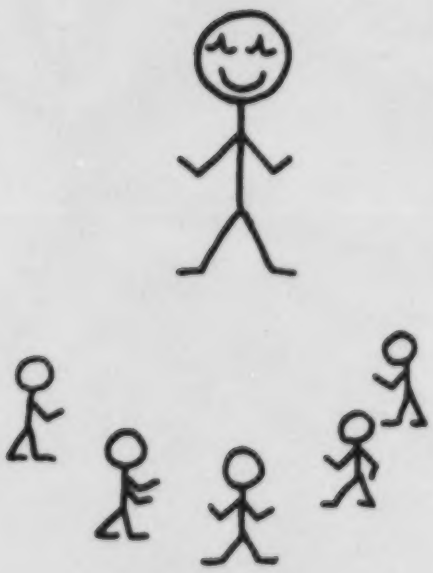
Materials

- Paper
- Pencils
- Chalk board
- Chalk

Procedure

- Discuss traits of character and personality which human beings can possess.
- Elicit from the group examples of positive personality and character traits. Establish on the chalk board a list of the traits elicited. Discuss each in reference to meaning and symptoms.
- Form small groups of five or six students each. Group together the students who feel comfortable together.
- Explain brainstorming technique (i.e., a technique in which group members voice thoughts at random as fast as ideas occur.
- Have each group select a recorder for the group.
- Have one person in each group stand while members of the group verbally bombard the person standing with positive personality and character traits possessed by the standing person. The recorder records what the group says. Words from the chalk board may be used. Groups are instructed that no negative statements are allowed. The person being bombarded remains quiet.
- Allow time for students to receive their own record of traits from their group and to tell members of the group how it felt to be "bombarded" with desirable traits and how it felt to "bombard" others.

. Discuss the activity with the total class. Help students conclude that each individual possesses a unique combination of character/personality traits with some traits that are similar and some that are different from those on any other person's list.



Takes turns
Listens to me
Friendly

Concept

Cultures tend to place value judgments upon qualities of character and personality.

Instructional Objective

The learner will identify the characteristics through which the culture of the society is revealed.

Activity 21

ACTIVITY #21

FOLKTALES

Materials

Folktales from other cultures as excerpted from Telling Stories Through Movement by Dorian and Gulland.

Mei Li - a New Year's story from China
Pedro, The Angel of Olvera Street - a Mexican-American Christmas story
Story of Ma-ui - a legend from Hawaii
The Tea Kettle - a fairytale from Japan
Sesota, The Great Snake of Kalunga - a tale from East Africa

Procedure

- Relate to the students the fact that the culture of a society tends to be revealed through the knowledge, beliefs, values, morals, laws, religion, institutions, opinion, and art of that society.
- Relate to the students the fact that all cultures have a heritage of folktales, which are passed on from parent to child and eventually recorded to become a part of that culture's literature.
- Relate to the students the fact that folktales of different cultures tend to tell about local environments, customs and values.
- Direct students to be seated in a circle on the floor or on chairs.
- Read several folktales to the students.
- Have students discuss each folktale and relate background information about the country or region that they gleaned from the tale
- Encourage the students to identify the different characters in the story and the different kinds of activities that are associated with them.

- Lead a discussion about the different aspects of culture associated with each story.

Extended Activity

- Allow the children to interpret the stories in song and movement utilizing the open space in the center of the circle.

"MEI LI"
(A New Year's Story From China)

"It is the morning before New Year's Day in North China. A little girl, Mei Li, is helping her mother clean the house for the arrival of the Kitchen God who will tell them what they must do during the coming year. Mei Li's brother decides to go to the New Year's fair inside the Great Wall, and Mei Li follows him. On the way, they meet some friends, and together they walk through the City Gate.

Inside the Great Wall, they see acrobats on stilts, a dancing bear, and some prancing ponies. The time passes, and suddenly Mei Li remembers that the City Gate will close at nightfall. She rushes through the gate just in time. Mei Li arrives home to welcome the Kitchen God who appears behind the flame and smoke of burning incense."

"PEDRO, THE ANGEL OF OLVERA STREET"
(A Mexican-American Christmas Story)

"Pedro loves to sing Mexican songs, and he sings them very well. His grandfather says Pedro "sings like an angel." Walking with his grandfather down Olvera Street in Los Angeles, Pedro sees the craftsmen working in their shops. The blacksmith is making shoes for the horses. The potter is working with his clay, and the

candlemaker is dipping wicks in hot wax. They are all very busy because it will soon be Christmas. People are decorating the streets and making piñatas filled with candy and presents for the children.

Because Pedro "sings like an angel," he is asked to lead the Christmas posada, a traditional procession. Grandfather passes out the candles, and Pedro lights each one. Everyone walks and sings the song of the weary travelers looking for a place to stay. Pedro leads them to a brightly lighted altar, and they all kneel down.

After the posada comes the piñata. One child is blindfolded and given a long stick. He strikes out in all directions, hoping to hit the paper-covered piñata and break the pot inside. Pedro is lucky. He gives the pot a terrific hit and down come all the candies and presents for the children."

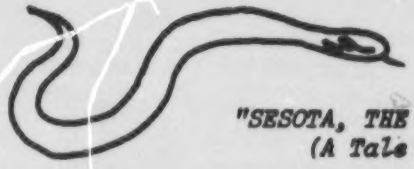
"STORY OF MA-UI"
(A Legend From Hawaii)

"Many years ago, the sun would race across the sky over the island of Hawaii. The fruit did not have time to ripen and the fishermen did not have time to fish. The days were short, and the earth was dark and cold. The plants and flowers wilted, half frozen, on their stems.

One day, a little boy named Ma-ui decided to catch the sun and slow it down. His grandmother gave him a magic stick and a piece of twisted rope and sent him on his way. Ma-ui climbed to the top of Mt. Haleakala and waited for the sun to rise. As the first beam of sunlight dropped on the mountain top, Ma-ui jumped high. He threw his rope around the sunbeam and tied it to a tree. While the sun was Ma-ui's captive, he made it promise not to race across the sky. Now the fishermen have time to catch lots of fish, and the flowers have time to grow."

"THE TEA KETTLE"
(A Fairytale From Japan)

"In a Japanese temple, a sleeping priest awakens one morning to find his copper tea kettle dancing about, spouting steam. The goblins in it are having a delightful time. The priest, however, is angry and decides to sell the kettle in the next village. His journey takes him over a high mountain, through a bamboo thicket and fire, and across a swirling river. For ten coins, he sells the tea kettle to a tinker who allows it to dance."



"SESOTA, THE GREAT SNAKE OF KALUNGA"
(A Tale From East Africa)

"Sewali, a brave young warrior, marches to the king and says he will destroy the great snake Sesota that all the people fear. The king is pleased by his offer. Sewali bows low, then picks up a big empty jar and places it on his shoulder. Off he marches into the jungle. Soon he arrives at a large, dark cave, the home of Sesota. Very carefully, Sewali lifts the jar down from his shoulder and sets it quietly on the ground. From his garment, Sewali takes some sparkling beads and wraps them around the neck of the jar. Then he waits. Slowly, Sesota slithers out of the cave and into the jar. Sewali snaps the lid on the jar and the snake is trapped. Carrying the heavy jar, Sewali marches triumphantly back to the king. The people jump for joy. Sewali sets the jar down, and the people build a large fire around it. Everyone dances to celebrate the end of the great snake of Kalunga."

Concept

Cultures tend to place value judgments upon qualities of character and personality.

Instructional Objective

The learner will distinguish between value judgments and statements of fact related to qualities of character and personality.

Activity 22

ACTIVITY #22

FACT OR VALUE JUDGMENT

Materials

- Scholastic poster, "sploshes"
- Paper
- Pencils

Procedure

- Assist students to distinguish between value judgments and statements of fact by defining each (see glossary), and citing examples. Help students to analyze the situation in the examples before drawing conclusions.
- Relate to students the fact that sometimes perception (how people see a situation) plays tricks on people. It is possible to observe a situation and find that what a person thinks is happening is not really happening. Inaccurate perception can lead people into all kinds of problems.
- Show students the right hand picture in the "sploshes" poster.
- Direct students to examine the picture carefully.
- Distribute a piece of paper to each student.
- Read the first of the following statements aloud. Direct each student to decide whether the statement is a fact or a value judgment and to record on his/her paper either "F" for fact or "VJ" for value judgment.
- Discuss the correct answer and the reasons why it is correct.
- Repeat the process for each of the following questions.

1. The boy has on a yellow raincoat. (F)
2. The rainhat is uncomfortable. (VJ)
3. The boy is honest. (VJ)
4. He is happy because of the rain. (VJ)

- Direct students to examine the top left picture of the "sploshes" poster and repeat the process.

  1. The rainjacket is blue. (F)
  2. The rain has caused him to have a stomach ache. (FJ)
  3. He sees a reflection of himself in the puddle. (VJ)
  4. The rainboots are black. (F)

- Direct students to examine the bottom left picture of the "sploshes" poster and repeat the process.

  1. The two children are good friends. (VJ)
  2. The raincoats are made alike. (VJ)
  3. One is whispering about friends who are not present. (VJ)
  4. Both children have smiling faces. (F)

Concept

Cultures tend to place value judgments upon qualities of character and personality.

Instructional Objective

The learner will examine different situations in which value judgments have been made about a person's action.

Activities 23 - 24

ACTIVITY #23

VALUE JUDGMENTS

Materials

- The picture, "Relationship Between Sisters and Brothers," Part Two, #5, from the picture kit "Learning About Human Relationships," David C. Cook Publishing Company, 1974
- Chalk board

Procedure

- Cover the title of the picture before the lesson.
- Lead a class discussion about what is happening in the picture.
- Elicit responses from children in relation to the following questions:

  1. Who is crying?
  2. Why are they crying?
  3. Who is the older person?
  4. How do you suppose they feel? Why?
  5. Is that good? Is that bad? Why do you think that? Would everyone think so? Would people 100 miles away think so? What about 1,000 miles away? Etc.

- Call the attention of class members to the variety of responses offered by students.
- Ask these questions:

  1. Do we <u>really</u> know the child is unhappy?
  2. Do we <u>really</u> know why the child is crying?
  3. Do we <u>really</u> know the feelings of the older person?
  4. Do we <u>really</u> know it is good? Bad?

- Ask the students if anyone ever had an experience like the one in the picture.

Elicit from the students the generalization that perhaps what people <u>think</u> is happening is based on something that has happened to them in the past.

- Elicit from the students a recognition that often statements about people or events are value judgments.

ACTIVITY #24

WHICH IS IT?

Materials

- Chalk board
- The picture, "Communicating With People," #8, from the picture kit "Learning About Human Relationships," David C. Cook Publishing Company, 1974.

Procedure

- Cover the title of the picture before the lesson.
- Have students discuss what is happening in the picture by eliciting from students and listing on the board individual responses to the following questions:

  1. What are the girls doing?
  2. What might they be saying?
  3. Do you think they are having fun?
  4. Do you think they are doing something good? Bad? Why?

- Direct class attention to the fact that some of the statements made were value judgments and some were statements of fact.
- Ask students to identify which of the statements on the board are value judgments.
- Ask students if it is possible from looking at the picture to be sure:

  1. That the girls are having fun.
  2. What the girls are saying.
  3. That they are doing something good. Bad.

- Lead students to generalize that more information is needed before fact can be separated from value judgment and that some of the responses made are personal interpretations of events based upon a personal sense of values

Concept

The roles of leader and follower will be assumed by different persons at different times.

Instructional Objective

The learner will identify traits which he/she believes a leader and a follower should possess.

Activities 25 - 26

ACTIVITY #25

CLASS MONITORS

Materials

- Paper
- Pencils
- Chalk board
- Chalk

Procedure

- Discuss with class the class need for certain monitors, team captains, play leaders, etc. List the needs.
- Discuss and elicit from the students a list of leadership qualities which they feel necessary for each listed position of leadership. List these traits of leadership on the board under each job title.
- Lead students to observe that the qualities needed for one position of leadership may be different from those needed for another position of leadership. Discuss the reasons why they may be different.
- Have the class pretend that a leader has been found for a specific job. Help class to conclude that followers, too, need certain traits which are helpful to a specific situation.
- Elicit from the class and list on the board under each job title the traits desired for good followership.
- Lead students to observe that followership traits do not vary a great deal from job to job.
- Lead students to observe that traits of leadership may change a great deal from job to job.
- Lead students to generalize in regard to the reasons for the difference in variance.
- Have the class elect class monitors, captains, etc., using the criteria they have identified.

ACTIVITY #26

ELECTION

Materials

- Paper
- Pencils
- Chalk board
- Chalk

Procedure

- Discuss with class the need for a class President, Vice President, Secretary, Captains, Student Council Representative, etc. Discuss each position and its responsibilities.
- Discuss and elicit from the class a list of leadership qualities which they feel it necessary to have for each position of leadership. List these traits on the board under the title of the job.
- Lead students to realize that desired qualities of leadership may be different for different positions and that traits desired are sometimes dependent upon the job to be done, i.e. prior knowledge, ability, skills, experience, and physical strength.
- Pretend that a leader has been found for each position. Explain that classmates are followers and that there are traits which a good follower should possess.
- List on the board under each job title the desired follower traits elicited from the class.
- Lead students to generalize that follower traits may not change much from job to job.
- Have students discuss and generalize the reasons why traits of leadership change from job to job while those of followership may not.
- Have students proceed with the class elections in accordance with the criteria they established.

Concept

The roles of leader and follower will be assumed by different persons at different times.

Instructional Objective

The learner will identify the circumstances and or reasons which cause an individual to assume the role of leader or follower.

Activities 27 - 28

Vol. IV Relationships Between Groups - Book 5

ACTIVITY #27

DIRECTOR

Materials

- A primary level story, i.e. "The Three Pigs," "The Gingerbread Man," "Little Red Ridinghood"

Procedure

- Read the story to the class.
- Allow children to form groups of five students each.
- Explain that each group will act out the play for the members of that group.
- Allow groups to meet together.
- Circulate among groups noting the emergence of leaders.
- Call class together and discuss the progress of each group.
- Elicit from students a recognition that groups who are accomplishing the task have a leader whom the group respects.
- Help students to determine that each group should have a leader.
- Have students reassemble in groups, select a leader, and continue with dramatic offerings.
- Have students reassemble as a class and discuss the fact that leadership can change from activity to activity depending on the need of the activity and the strengths of the various participants.

ACTIVITY #28

SELECTING A LEADER

Materials

- Books
- Pencils
- Paper

Procedure

- Select seven Social Science topics which would make good research topics for group projects.
- Discuss with students the need to find out about the selected topics.
- List on the board the topics about which research is desired. Allow students to choose the group with which they desire to work.
- Allow students to meet for five minutes in their groups to discuss plans for research.
- Circulate among the groups and take notes in regard to group progress.
- Call the class together at the end of five minutes and have each group comment upon the plans made by the group.
- The teacher will find that some groups will be well organized and planning well while other groups accomplished little.
- Discuss the problems faced by groups by letting one person from each group tell what the group decided to do.
- Elicit through questioning a generalization that leadership within a group is desired to help organize the group.
- Have students identify leadership and followership traits desired for this group project.

- Allow students to meet in groups again, elect a leader, and begin plans for their project.

- Call class together again, ask for progress reports from newly elected group leaders.

- Ask each group why they think their leader was elected by their group.

- Discuss how their choice of leader might change under different circumstances, i.e. sports team, an art poster, a musical program, etc.

- Help students to generalize that a person may be a leader for one activity and a follower in another dependent upon the knowledge, skills, experience, etc., that are needed.

Concept

The roles of leader and follower will be assumed by different persons at different times.

Instructional Objective

The learner will identify qualities of leadership and followership possessed by him/her.

Activities 29 - 30

ACTIVITY #29

I CAN LEAD

Materials

- Pencils
- Paper
- Chalk board
- Chalk
- Art materials as needed

Procedure

- Discuss with class the need for certain class monitors, i.e. line leaders, team captains; paper, book, buzzer monitors.
- Discuss responsibilities of each job.
- Discuss and elicit from the class a list of leadership traits which they feel necessary for the identified positions of leadership.
- Allow class time for students to list, tell about, or illustrate those traits which they feel they possess.
- The next day help students recall the list of leadership traits they formulated.
- Explain that, in order for there to be a leader there must be people to be led. These people are called followers.
- Explain that followers have traits also.
- Elicit from the class a list of traits which followers may have.
- Allow class time for each student to identify and list, illustrate or tell about the traits of followership which he/she thinks the he/she possesses.
- Allow time for children to tell about the circumstances under which he/she might be a leader or a follower.

ACTIVITY #30

CAMPAIGN

Materials

- Paper
- Pencils
- Art materials
- Tape recorders

Procedure

- Discuss with students the traits of leadership and followership needed for various positions of responsibility in school, i.e. monitors, play leaders, etc.
- Elicit from student and list on the board the traits of leadership needed for each position.
- Elicit from students and list on the board the traits of followership needed for each position.
- Distribute paper and pencils and allow students to list the traits of leadership which they feel they possess for a specific position which they would like to fill. (Class President, Secretary, Team Captain, etc.)
- Have students list the traits of followership which they feel they possess for the same position.
- Allow class time for students to prepare campaign speeches, posters, radio announcements, etc., for the job they want. Have students explain and/or illustrate the reasons why they would be a good leader/follower for this position.
- Allow class time for students to share their campaign materials. List each student's name under the position he/she sought.
- Hold class elections using a secret ballot method. Have each student voter list the name of the person he/she desires for leader for each position.

THE TEACHING-LEARNING ACT

Concept

Within the Cognitive Domain teaching-learning acts encompass the six levels of thought ranging from simple to complex: knowledge, comprehension, application, analysis, synthesis, evaluation.

Instructional Objective

Given a list of questions and statements based on the story of Cinderella, the teacher will identify the cognitive level of each question and statement.

Activities 31 - 32

ACTIVITY #31

IDENTIFY THE LEVEL (COGNITIVE DOMAIN)

Materials

- Pencil or pen

Procedure

- Recall the story of Cinderella.
- Read the following page which contains information about the Cognitive Domain.
- Beside each of the following questions or statements write the appropriate level of cognition:

1. Who was Cinderella? _____
2. How might Cinderella have felt about the way her sisters treated her? _____
3. In what ways could this story have been real? In what ways would it be make-believe? _____
4. What do you think of the mother in this story. _____
5. If you were Cinderella's sister, in what ways would you have behaved differently? _____
6. Suppose Cinderella had not left the ball at midnight. Write a new ending. _____
7. Compare the way Cinderella felt at the beginning and end of the story. _____

- Now turn to the bottom of Activity #32 and check your answers.

Answer Key for Activity #32

1. Comprehension
2. Knowledge
3. Application
4. Synthesis
5. Analysis
6. Evaluation
7. Synthesis

THE TEACHING - LEARNING ACT
(Background Information for Teachers)

COGNITIVE DOMAIN

COGNITIVE LEVEL (BLOOM'S TAXONOMY)	THINKING INVOLVED	SAMPLE QUESTIONS OR TASKS
Knowledge	Recalling of facts, observing, defining	1. Who? What? Where? When? Which? 2. Tell the reason Joe lost his ball. (reason has been previously stated) 3. List the ingredients in this experiment.
Comprehension	Explaining Interpreting Comparing Contrasting Describing	1. Define the word, "numeral." 2. What is the main idea of this paragraph? 3. In what ways are these two states alike? 4. Describe the topography of Austrailia. 5. Why (reason has not been previously stated)?
Application	Applying appropriate familiar abstraction in a new situation	1. How many 9¢ balls can you buy for the money you just earned. 2. Write a letter to the mayor of your city inviting him to Open House at school.
Analysis	Arranging Listing problems or solutions Classifying Summarizing Identifying cause-effect relationships Sequencing	1. Classify this literature as expository, narrative, descriptive. 2. Arrange the events of this novel in chronological order. 3. Write a summary of this story. 4. How could this accident have been avoided.
Synthesis	Creating Devising Supposing Developing Hypothesizing	1. Imagine what would happen to our environment if our water supply were eliminated. 2. Develop a hypothetical solution to the energy problem. 3. Describe what you think a day on Mars would be like
Evaluation	Selecting, judging, evaluating with evidence.	1. Choose the candidate you feel is best qualified for the job and tell why. 2. In your judgment, which P.E. plan will work best?

ACTIVITY #32

ONCE MORE

Materials

- Pen or pencil

Procedure

- Beside each of the following questions or statements write the appropriate level of the Cognitive Domain.

1. At the beginning of the Civil War, what were the views of the North and South toward remaining a union?

_____

2. What are some of the facts you know about Abraham Lincoln?

_____

3. How would you form a committee using the two recruiting methods that were used to recruit soldiers at the time of the Civil War?

_____

4. If Lincoln had not issued the Emancipation Proclamation, what might the South be like today?

_____

5. What conditions in America during the 19th Century precipitated the Civil War?

_____

6. Do you think Lincoln did the right thing? Why?

_____

7. Make a plan that would have been an alternative to the Civil War.

_____

- Now turn to the bottom of Activity #31, and check your answers.

ANSWER KEY FOR ACTIVITY #31

1. Knowledge
2. Analysis
3. Analysis
4. Evaluation
5. Synthesis
6. Synthesis
7. Comprehension

Concept

Within the Affective Domain the teaching-learning act encompasses an internalization process by which a value progresses from a level of bare awareness to a position powerful enough to guide or control a person's actions.

Instructional Objective

After examining the appropriate pages of this booklet the teacher will identify the affective level of selected specific behaviors.

Activity 33

ACTIVITY #33

LEVEL IDENTIFICATION (AFFECTIVE DOMAIN)

Materials

- Pencil or pen

Procedure

- Read the next page of this booklet. It pertains to the Affective Domain.
- On the line beside each item listed below write the Affective Domain level which best describes the action.

1. Hears request to clean out desk. _____
2. Cleans out desk regularly. _____
3. Starts to clean out desk. _____
4. Likes to clean desk so makes a plan for organization of materials in desk. _____
5. Maintains an orderly desk thus eliminating need for regular cleaning. _____

- Check your answers with the key at the bottom of the page.

ANSWER KEY	
1. Receiving	4. Valuing
2. Organization	5. Characterization
3. Responding	

THE TEACHING - LEARNING ACT
(Background Information for Teachers)

AFFECTIVE DOMAIN

Affective Level	Awareness Involved	Sample Behavior
Receiving	Awareness Willingness to receive Controlled or selected attention	Person is told he/she is going to an opera.
Responding	Acquiescence in responding Willingness to receive Satisfaction in response	Person attends the opera and listens to the music.
Valuing	Acceptance of a value Preference for a value Commitment to a value	Person tries out for an opera part or offers to make scenery.
Organization	Conceptualization of a value Development of a value system Relationship established among other internalized values	Person frequently chooses to attend the opera and listens for familiar music.
Characterization by a Value Complex	Individual acts consistently with and is thereby characterized by the value he/she has internalized	Person comes home and hums the opera music.

Concept

The term, Affective Domain, encompasses an internalization process by which a value progresses from a level of bare awareness to a position powerful enough to guide or control a person's actions.

Instructional Objective

Through observation of the actions of three students the teacher will identify for each student the stage of internalization of a specific value.

Activity 34

Valuing Relationships with Others B-6

ACTIVITY #34

THREE STUDENTS

Materials

- None

Procedure

- Select one activity from the following list. Circle the letter of the activity you selected.

  A. Taking turns on/with playground equipment.
  B. Keeping a neat desk.
  C. Using a handkerchief or tissue.

- Select three students whom you will observe in relation to the activity you selected from the list. Write their names on the left hand lines.

  _____ _____

  _____ _____

  _____ _____

- Observe the behavior of the selected students in relation to the circled activity over a period of several days.

- Using the teacher-background material provided in this booklet, identify the level of the Affective Domain that best describes the level of functioning of each of the selected students.

- Write the level on the line beside the pupil's name.

Concept

A behavioral objective identifies what the learner will be doing (action or "the what"), under what conditions he/she will be doing it (conditions or "the when"), and to what extend it will be done (specificity or "the how").

Instructional Objective

Given a list of instructional objectives, the teacher will categorize the essential components of each objective under the appropriate headings: Action, Condition, Specificity.

Activity 35

III. Relationships Writers Trait 6

ACTIVITY #35

IDENTIFY THE ELEMENTS (BEHAVIORAL OBJECTIVES)

Materials

- Pencils
- Paper
- Chalk
- Copies of the objectives to be used

Procedure

- Review the teacher-background information about behavioral objectives by reading the next few pages.
- Read the behavioral objectives printed on the next page.
- Identify and underscore the principle parts of each objective by drawing one line under the action, two lines under the condition, and three lines under the specificity.
- Compare your responses with your neighbors. Discuss any discrepancies that you have.

SAMPLE BEHAVIORAL OBJECTIVES

1. Given a set of eight questions and a list of reference books, the student will write the title of the best source for the answer for six of the eight questions.

2. Given a composition with errors in spelling and punctuation, the student will proofread the composition and rewrite the composition with 90% of the errors corrected.

3. Given a problem involving decimals to the hundredths place, the student will use addition, subtraction, multiplication, or division to solve correctly four out of five problems.

4. After reading about a culture that is different from his/her own, the learner will analyze both cultures and relate three differences involved in the use of tools.

5. After studying the criteria for measuring the significance of current events, the learner will correctly differentiate between occurrences that are significant and those that are insignificant 70% of the time.

THE TEACHING - LEARNING ACT
(Background Information for Teachers)

BEHAVIORAL OBJECTIVES

1. A behavioral objective identifies what the learner will be doing (action or "the what"), under what conditions he/she will be doing it (conditions or "the when"), and to what extent it will be done (specificity or "the how").

2. A behavioral objective specifies an observable action or product.

3. A behavioral objective should reflect an identified need of the learner.

4. A behavioral objective should be suitable to the maturation and development of the learner.

THE TEACHING - LEARNING ACT
(Background Information for Teachers)

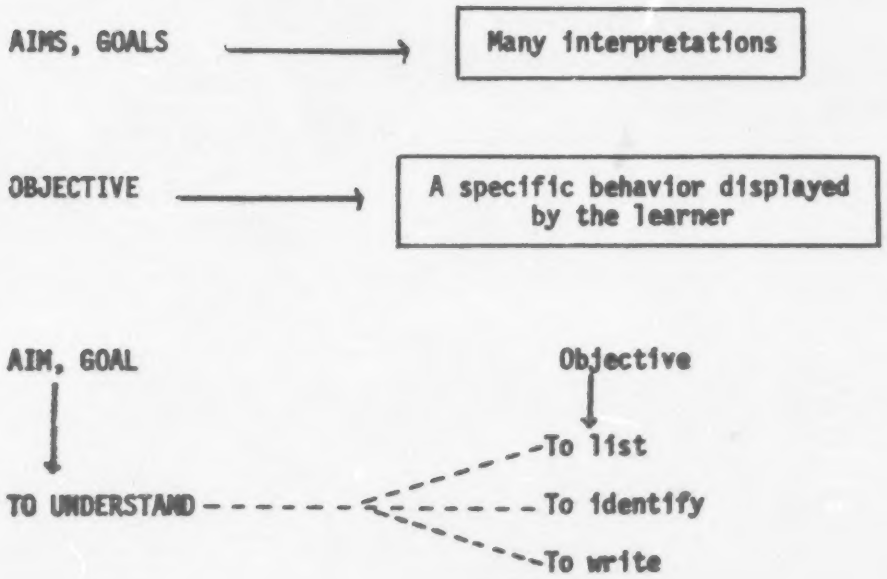
EXAMPLES OF GENERAL INSTRUCTIONAL OBJECTIVES AND BEHAVIORAL TERMS

Levels of Cognition	Instructional Objectives	Behavioral Terms
Knowledge Level	Knows common terms Knows specific facts Knows principles	Defines, describes, identifies, labels, lists, matches, selects
Comprehension Level	Understands facts and principles Interprets charts and graphs Translates verbal material to mathematical formulas	Converts, defends, distinguishes, explains, extends, generalizes, paraphrases, rewrites, summarizes
Application Level	Applies concepts and principles to new situations Solves mathematical problems Constructs charts and graphs	Changes, computes, discovers, manipulates, modifies, solves, uses, relates
Analysis Level	Recognizes unstated assumptions Distinguishes between facts and inferences Analyzes the organizational structure of a work (art, music. writing)	Breaks down, diagrams, distinguishes, identifies, illustrates, infers, outlines, selects, separates, subdivides

Levels of Cognition	Instructional Objectives	Behavioral Terms
Synthesis Level	Writes a well organized theme Gives a well organized speech Writes a creative short story (or poem or ideas) Proposes a plan for an experiment Formulates a new scheme for classifying objects (or events, or ideas)	Categorizes, combines, composes, creates, designs, generates, rearranges, revises, rewrites, summarizes, writes.
Evaluation Level	Judges the logical consistency of written materials Judges the adequacy with which conclusions are supported by data Judges the value of a work (art, music, writing) by use of internal criteria	Appraises, compares, concludes, criticizes, justifies, interprets, summarizes, supports.

THE TEACHING - LEARNING ACT
(Background Information for Teachers)

BEHAVIORAL OBJECTIVES*



*Reprint from Orange Unified School District, Orange, California.

A GOAL, AN AIM

To have students understand the matching of identical and equal sets.

To write an OBJECTIVE, ask three questions:

1. What will the learner be DOING? 2. What CONDITIONS will you impose? 3. How will you RECOGNIZE success?

Question 1.

What will the learner be DOING?

"During arithmetic he will be selecting and matching groups of concrete objects..."

<u>the write</u>:

Given an opportunity to select and match...

Question 2.

What CONDITIONS will you impose?

"...20 objects made up of 10 equal or identical pairs..."

<u>then write</u>:

Given an opportunity to select and match a group of 20 objects, containing 10 equal, or identical pairs...

Question 3.

How will you RECOGNIZE success?

"...if the child can pick out 8 of the 10 pairs in 3 minutes."

<u>then write</u>:

Given an opportunity to select and match a group of 20 objects, containing 10 equal or identical pairs, the learner will select and match 8 of the 10 pairs in 3 minutes.

THE OBJECTIVE

> Given an opportunity to select and match a group of 20 objects, containing 10 equal or identical pairs, the learner will select and match 8 of the 10 pairs in 3 minutes.

You have now answered:

Question 1. What the learner will be DOING...

Question 2. Under what CONDITIONS...and,

Question 3. How the teacher will RECOGNIZE success.

Concept

A behavioral objective identifies what the learner will be doing (action or "the what"), under what conditions he/she will be doing it (conditions or "the when"), and to what extent it will be done (specificity or "the how").

Instructional Objective

After reading and studying the appropriate pages of this booklet, each teacher will write one or more behavioral objectives which identify observable acts or products of the learner, state the conditions under which the actions will occur, and specify the extent to which the action will take place.

Activity 36

ACTIVITY #36

WRITING A BEHAVIORAL OBJECTIVE

Materials

- Paper
- Pencil or pen

Procedure

- Review the Behavioral Objective teacher background information pages of this booklet.
- Identify a student from your present class and write his/her name on this line: _____
- Select a subject area of study that lies within the educational program for the student that you identified and record your selection here: _____
- Identify an educational need of that student in the subject area you selected. Write what the learner will be doing on this line:

  _____

  _____
- Decide under what conditions the learner will be expected to perform the act. Write those conditions on this line:

  _____

  _____
- Decide how you will recognize the success of the learner; specify the extent to which the action must take place. Write the criteria by which you will measure success on this line: _____

  _____

  _____

- Now put all the parts of your behavioral objective together so that it becomes a smooth flowing statement. Write your statement on this line: _____

_____

_____

_____

_____

_____.

_____

- Read your behavioral objective to a fellow teacher.

- Ask your fellow teacher to identify the three elements of your behavioral objective:

  Action:
  What will the learner be doing?
  Conditions:
  Under what conditions will he/she be doing it?
  Specificity:
  To what extent will it be done?

Concept

A student's behavior can be modified as a result of the type of reinforcement (positive, negative) that he/she is given.

Instructional Objective

After reading and studying the appropriate pages of this booklet, each teacher will create a plan for changing the behavior of one pupil through the application of reinforcement theory.

Activity 37

THE TEACHING - LEARNING ACT
(Background Information for Teachers)

REINFORCEMENT THEORY

Positive Reinforcement	Negative Reinforcement
1. Positive reinforcement is anything desired or wanted by the learner.	1. Negative reinforcement is anything not wanted or desired by the learner.
2. Behavior followed by positive reinforcement is likely to reoccur.	2. Behavior followed by negative reinforcement is likely to be suppressed.
3. Positive reinforcement tells the learner what to do.	3. Negative reinforcement tells the learner to eliminate a specific response.
4. Positive reinforcement changes behavior.	4. Negative reinforcement does not change behavior, but it does result in strengthening the behavior which takes it away.

5. Consistent reinforcement on a regular schedule makes for rapid learning.

6. After a behavior or response has been learned, an intermittent schedule of positive reinforcement makes for resistance to forgetting and for long retention of the desired response.

ACTIVITY #37

REINFORCEMENT THEORY INTO PRACTICE

Materials

- Paper
- Pencil or pen

Procedure

- Review the following teacher background pages which pertain to Reinforcement Theory.
- Identify a student in your room who has a behavior which is not conducive to his/her educational progress. Write the student's name here: _____
- Identify the exact behavior which needs to be eliminated. Be specific. Write it here: _____

  _____

  _____
- Select a negative reinforcer (something not desired by the learner, something related to the act). Write it here:

  _____
- Make a plan for providing the identified negative reinforcement for the student each and every time the undesired act occurs. Write your plan here. (Remember that this plan will not change behavior; it will only suppress the undesired behavior.)

  _____

  _____

  _____

  _____

- Identify the exact behavior that is desired. Write it here: _____

  _____

  _____

- Make a plan for providing the identified positive reinforcement each and every time that the desired behavior occurs. Write it here: _____

  _____

  _____

  _____

  _____

- Now try your plan with the student. Be sure that the student knows what the specific desired and undesired behaviors are.

- After the desired behavior has become a learned response, shift to an intermittant schedule of positive reinforcement to insure long retention of the desired response.

ACTIVITY RECORD

Activity #	Date	Remarks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

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Activity #	Date	Remarks
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		

ADD - A - LESSON

The lessons presented in this monograph represent only a few of the activities in which students may participate to expand their knowledge and understanding concerning relationships between people. Teachers are invited to submit to the Area 3 Administrative Office information in regard to other successful lessons they have used with their classes. From time to time selected lessons will be printed and distributed to schools. The form on the next page may be utilized for this purpose.

RELATIONSHIPS BETWEEN PEOPLE ACTIVITY

Concept to be Developed: _____

_____

_____

Instructional Objective: _____

_____

_____

Title of Activity: _____

Materials: _____

_____

_____

Procedure: _____

_____

_____

_____

_____

_____

_____

_____

Extended Activity: _____

_____

Name of Teacher _____

School _____

GLOSSARY

Affective domain . . . . . an internalization process by which a value progresses from a level of bare awareness to a position powerful enough to guide or control a person's action.

Character . . . . . the aggregate of distinctive qualities of a person.

Character trait . . . . . a distinctive quality belonging to a person.

Cognitive domain . . . . . a hierarchy of thinking skills ranging from simple recall to complex evaluation.

Core family . . . . . parents, surrogate parents, siblings.

Culture . . . . . the complex whole that includes knowledges, beliefs, values, morals, laws, customs, religions, institutions, opinions, and art which are typical of the behavior and social characteristics of a specific group of people.

Extended family . . . . . grandparents, aunts, uncles, cousins, surrogate relatives.

Fact . . . . . something that has actually happened or is really true.

Folktale . . . . . a story that has been handed down among the people of a culture for a long time and eventually becomes a part of the culture's literature.

Leadership . . . . . the process or act of directing the course, operations, activities, or performance of a person or persons.

Negative reinforcement . . anything neither needed or desired by the learner.

Positive reinforcement . . anything needed or desired by the learner.

Personality . . . . . the totality of an individual's characteristics.

Personality traits	the complex of characteristics that distinguishes a person in his relationship with others.
Role	the relationship and function assumed by a person at a given period of time.
Value judgment	an opinion held by a person in accordance with his/her own beliefs and perceptions.

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